

CHAPTER

4

CRITICAL THINKING

CHAPTER 4: CRITICAL THINKING

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PART I : TRACES

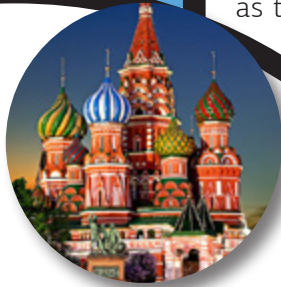
It's a sunny day in Moscow, and you decide to go for a stroll.

You walk through Gorky Park, the area around the Bolshoi Theater, and Red Square.

You're about to make a stop in the old Tretyakov Gallery, but are a bit daunted about the queue going out the door, so you sit down and check out a few photos.

The views from the bridges are amazing. Moscow is a photogenic city, and you're not a bad photographer either. You photograph cathedrals with gilded domes, Italian architecture, statues, and monuments.

One particular statue catches your eye. You've seen the face before, possibly in the Russian history class you took recently. You open an app on your smartphone and scan the statue. The application recognizes the chiseled face as that of Felix Dzerzhinsky, the controversial founder of the Cheka secret police. Next to it is one of his famous quotes: "Arrested conspirators should be executed as fast as possible. Don't be too bothered with trials. Shoot them."



● Red Square

Bolshoi Theatre ●

● Tretyakov Gallery

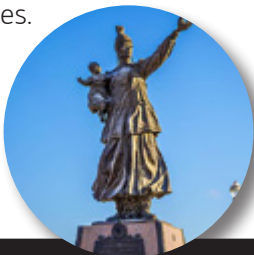
● Gorky Park

Moscow river



Moscow river

Moscow is full of weathered statues and commemorative plaques. In fact, you will see statues and plaques all throughout Russia. A walk along the main streets of Yakutsk reveals plaques and monuments commemorating several famous Yakut personalities.



In Saint Petersburg, you'll find statues of Fyodor Dostoevsky, Nikolai Gogol, and Alexander Pushkin's Bronze Horseman.

A rabbi celebrating the Jewish New Year in Birobidzhan.

In the United States, there have been many famous Native Americans. American children grow up reading stories of Sitting Bull, Pocahontas, Geronimo, Sacajawea, Crazy Horse, and Hiawatha. Depending on the tribe, legacy was looked upon differently. Some tribes looked favorably upon passing down the legacy of a giant personality through oral tales. Others preferred not to leave a trace upon the Earth. This was in line with their life philosophy. They ate every part of the animals they killed. They used the bones for ornaments and weapons, the blood for dyes and rituals, and the hides for clothing. Their common respect for nature and their focus on the collective meant that glorifying the individual and making decisions to bolster an individual's legacy were rare.

I. ANSWER THE FOLLOWING QUESTIONS:

- What would you like to leave behind and what not? How does this reflect the way that you think and act?
- How does legacy impact people in power?
- In pairs: Choose one person in power. Find a major world or national-level event that marked his or her legacy. Do you agree with his or her position?

II. THE CLOZE SENTENCE

You've seen them, you've filled them in, and now it's your time to write them! Try to form sentences within the theme of legacies and public monuments.

III. PERMANENT TRACES: TO REMOVE OR NOT REMOVE

Some famous personalities became controversial for things they did while they were alive, such as Dzerzhinsky, who ordered the deaths of thousands of counter-revolutionaries, or Malcolm X, the U.S. civil rights advocate who frequently advocated violence as a means to combat racism and discrimination. Other historical figures became controversial after their death. Cecil Rhodes is a prime example. Rhodes, the namesake of the famous Rhodes Scholarship to Oxford University, made his fortune in Africa through methods that often included extreme violence against the local population. Rhodes' action may have been tolerated at the time, but are considered heinous nowadays.

- Over the past few years, there have been several cases where statues were either removed or petitioned to be removed. Choose one of the following images. Research the subject's legacy.
- Were the controversial aspects of his life acceptable for that time? If so, when did it become controversial?
- Do you think they should have public statues?



Robert E. Lee



Cecil Rhodes



Andrew Jackson



Felix Dzerzhinsky



Franklin D. Roosevelt



Joseph Stalin



Malcolm X

PART 2: THE TROLLEY PROBLEM

There is a runaway trolley with five passengers. They are all screaming that the trolley is broken and cannot be stopped. You're standing next to the lever and, with a flip of the switch, can redirect the trolley toward a second track where there lays an unconscious person on the rails.

Variation: Same scenario of five passengers on a runaway trolley, except this time there is a very large man standing next to you. If you push him onto the tracks, his body will stop the trolley, killing him, but saving the five passengers. What do you do?

OPTION ONE:

Do nothing and five people die.

OPTION TWO:

Divert the trolley and kill one person.

OPTION ONE:

Do nothing and five people die.

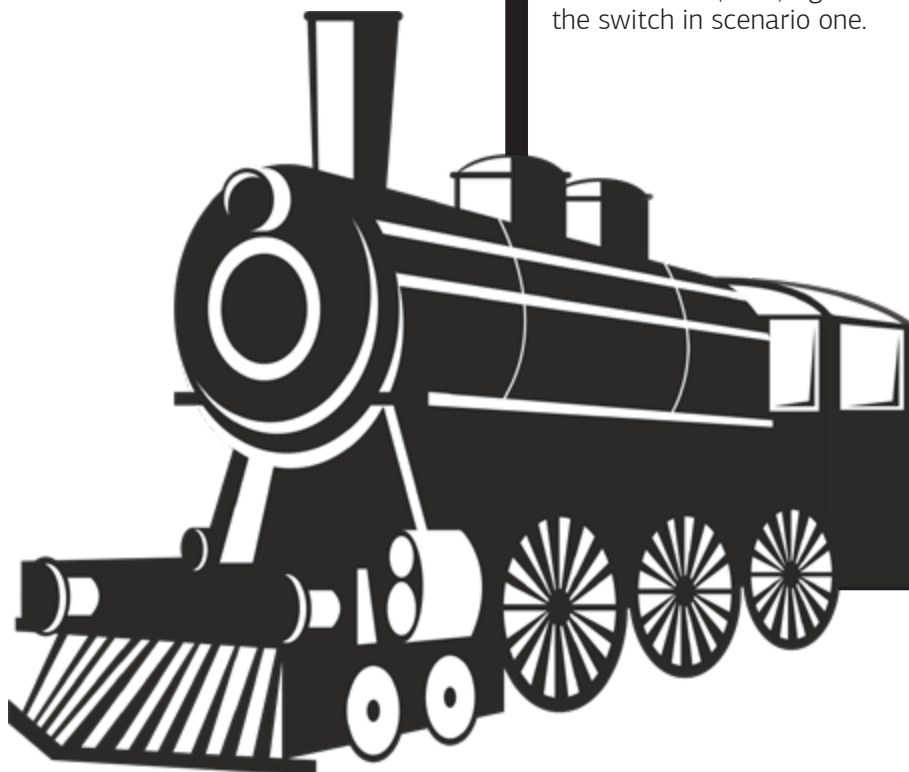
OPTION TWO:

Divert the trolley and kill one person.

DO YOU HAVE THE SAME ANSWER FOR BOTH QUESTIONS (E.G., OPTIONS ONE AND ONE OR OPTIONS TWO AND TWO)? IF NOT, WHY?

- a. Does one's culture impact which option he or she will choose? Or are answers universal?
- b. Take one of the indigenous populations from the first three chapters. Discuss how their worldview might impact their answer.
- c. If the question read "Is it acceptable to flip the lever?" instead of "Would you flip the lever?" would your answer change? Explain.

A study by Ahlenius and Tännsjö (2012) found that the majority of Chinese (52%), Americans (81%), and Russians (63%) agreed to flip the switch in scenario one.



PART 3: TRANSPARENCY

I. There are few nations that have not been subject to controversial state-sponsored violence in their history. What was normal in the past does not necessarily correspond to what is accepted today. So, war-time conduct during the 12th, 15th, and even early 20th centuries was very different than what is deemed acceptable in the 21st century. The question remains on

whether a country should be transparent about its past or try to hide it. In Chapter 2, we discussed how the Sami joik used to be prohibited in Norway. We also alluded to a process of forced assimilation of the Sami, for which Norway has since

apologized. The United States too has had many controversial events in its 300-year history. They are part of a typical primary student's education, meaning that it is compulsory to learn and discuss:

Slavery

Japanese internment (WWII)

Forced relocation of Native Americans

II. A LOOK AT ALL THREE EVENTS: SLAVERY AND 40 ACRES

What year did slavery end in the United States?

a.1765 **b.**1865 **c.**1915 **d.**1901

What were some of the slaves promised after being emancipated?

- a.** The right to go to school with white children
- b.** The right to drink from white drinking fountains
- c.** A mule
- d.** The right not to be discriminated at work

What do you think the role of the U.S. government should have been towards free slaves?

GUIDED BY THE EXAMPLE OF SLAVERY, CREATE ONE MULTIPLE CHOICE AND ONE OPEN-ENDED QUESTION USING THE TWO TOPICS IN THE ABOVE BOXES. THIS MAY REQUIRE SOME RESEARCH.

III. Transparency and timing. Citing state interest, usually popular support and security, many controversial events are not made transparent until many years after they have happened. Take Christopher Columbus' discovery of America, for example. For years, in the United States, school curriculum and popular culture ignored the harm that Columbus' expedition caused the native population.

GENERALLY SPEAKING:

- Do you think the public is owed an explanation after a controversial event?
- What are the factors that should allow state secrecy to override the public's need for transparency?
- Name two controversial events in your country's history. Were they explained transparently?

EVENT

Columbus sails across the Atlantic with a crew on the Niña, Pinta, and Santa María.

OLDER NARRATIVE

Columbus arrived in an uncivilized land. He explores and settles on it.

CURRENT NARRATIVE

PART 4: VERACITY

I.

It's become a catchphrase: "fake news." In fact, it was awarded word(s) of the year by Collins Dictionary in 2017, beating other popular words and phrases like fidget spinner, gig economy, and Corbynmania. "Fake news" is used when the media prints or televises content that is either completely false, partially untrue, missing critical information, biased, or sensationalistic; the definition you get depends largely on who you talk to.

As citizens who rely on media sources to report the news accurately, how can we truly know when a story is real or fake? Furthermore, can the news we consume ever be completely accurate? Can there truly be a single objective reality? Let's explore these questions further.

- a. Listen to the passage "Veracity." What does the speaker say about the history of objective reality?
- b. Listen to the second passage. What does the speaker say about objective truth in media?

II.

Open your *Dictionary.com* application. Find the meanings of the words listed below. Try to form sentences with these words that address some aspect of the listening passages.

Ex: Discern / The amount of coverage the incumbent politician is getting compared to the challenger makes it difficult for me to discern whether the local media outlet is supporting his candidacy.

**Figure out Agenda Authenticity Bias Dig
Evaluate Reliability Relative Facilitate**

III. INQUIRE/ENQUIRE

- I'm really not sure if she's telling the truth. Who has checked the [] of her statements?
- He definitely has a [] against foreigners. It's so easy to pick out his [].
- [] deeper into the background facts if you want to find out the truth.
- I need to [] whether I should get caught up on the news with a domestic or foreign media outlet or a mainstream or independent one. How am I supposed to know who's reporting the truth?
- By what criterion do you [] a news story for its veracity?
- I question your favorite station's [] based on them constantly giving positive coverage to one political party. I wish news agencies were more nonpartisan.
- Can you [] about who owns that newspaper?
- My mom keeps telling me not to worry about the news. "Everything is []," she keeps telling me, but I have to believe there is an objective truth!

IV.

On the right are two articles on the same story. Read and answer the questions below.

- a. What differences can you identify?
- b. How did each author approach the topic?
- c. Each author uses different language to illustrate his or her opinion on the topic. Provide some examples.
- d. Are both stories equally supported by facts?

Frank Miniter. "NFL Protesters Won't See Change by Kneeling During Anthem—Here's What They SHOULD Do" August 10, 2018

Kashana Cauley. "Football Players Are Protesting Police Violence, Not the Anthem" August 25, 2018

V.

Go online and find two versions of the same news story. Get into two small groups. Each group will read a version of the same news story you found online. After reading the articles, have a group discussion. Did you find any hidden or obvious agendas based on the criteria we discussed earlier? What did you find? Which article is more believable? Did your group erupt into a passionate debate?

VI.

Fill out the table with information from the news stories you analyzed for parts IV and V. Next, use your imagination. Create your own stories. Make sure your story has its own distinct agenda. A few choices you will need to make are noted below:

1. *Twist the facts or report objectively.*
2. *Be civil or demean the other side.*
3. *Use ambiguous or clear and decisive language.*

Theme	Central Premise	Agenda	Language (in support)	Language (against)	Provides balanced view of opposition	Derogatory/demeaning language towards opposition

VII. IDENTIFYING REPORTED SPEECH

Gena: Hey, Ludmilla, I haven't seen you forever. Have you moved back to Brooklyn?

Ludmilla: Hey, Gena. Great to see you. Yeah, we moved back about three months ago. Got tired of living overseas.

Gena: How are Diego and the kids?

Ludmilla: Good, good, thanks. And yours?

Gena: Excellent. Just can't believe Maria is already six. A real New York City first grader!

Ludmilla: First grade...no....I can't believe it! She was just crawling yesterday...

Gena: So it seems.

Ludmilla: Yeah, I don't know where time goes.

Gena: To my gray hair, I suppose. Or maybe that's just a sign that I'm still married.

Ludmilla: You're too much!

Gena: So, what are you doing these days?

Ludmilla: Working at city hall. Another election year.

Gena: Well, good luck with that.

Ludmilla: I'm sure that we're going to succeed no matter who runs against us.

Gena: That confident, huh... What did the mayor say about his chances of winning?

Ludmilla: He said his chances are better than the lotto.

Gena: Nice! Always a sense of humor, that guy.

Ludmilla: Yeah, he's always making jokes. He reminds me sometimes of my husband when we first got married. Before all the kids and daily grind. Always joking, constantly laughing.

Gena: Sounds like a fun guy to work with.

Ludmilla: Yeah, off camera he explains, no, he tells us that he couldn't do the shop the way he does it without injecting a bit of humor. "Without a little laughter, I'd sink into depression," he once said.

Gena: Sounds melodramatic.

Ludmilla: Oh, he had one for that also: "I want gravity, not melodrama," he once said sauntering into the office when we had to work on New Year's Eve.

Gena: Oh, there's Maria's bus. Gotta run. You have my number, right? Let's catch up sometime soon. Don't be a stranger!

1. Look at the two underlined sentences. How are they different in the way they report what the mayor said?
2. What do you trust more: direct reported speech [quoting what a person said] or indirect speech [a speaker's words reported without quoting them]?
3. Why do you think people use indirect and reported speech?
4. Are there any tense changes in the verb following the reporting verb?

TENSE CHANGES

Reported speech often uses tense changes.
Look at the examples below.

PRESENT SIMPLE > PAST SIMPLE

"I love my job." > "I loved my job," Svetlana said.

PRESENT CONTINUOUS > PAST CONTINUOUS

"They are still playing basketball. We need to change our dinner reservation to 9 o'clock," he explained.

SIMPLE PAST > PAST PERFECT SIMPLE

"She travelled to Kamchatka for her winter break," I remember. > I remember that she had travelled to Kamchatka for her winter break.

WILL > CONDITIONAL

"I will visit mother on Thursday," he told me. > He told me that he would visit mother on Thursday.

PRESENT PERFECT > PAST PERFECT

"I spent all my money on clothing," he admitted. > He admitted that he had spent all his money on clothing.

PRESENT PERFECT CONTINUOUS > PAST PERFECT CONTINUOUS

"Her mother has been waiting seven years for him to propose to her daughter," she told me. > Her mother told me that she had been waiting seven years for him to propose.

Using the words in parentheses, rewrite the direct to indirect reported speech.

1. Jarek: "I have never seen Queens of the Stone Age in concert." (told)
2. Ilya: "During winter, there are ice roads called zimski. You can't travel by land to Chukotka without them." (explained)
3. Teacher: "Will your parents have to come in, or are you going to start behaving?" (chastised)
4. Reporter: "The president is expected to get 90 percent of the vote." (reported)

IX. THE CASE OF A SUPREME COURT NOMINEE

On July 9th 2018, U.S. President Donald J. Trump nominated Brett Kavanaugh to replace Anthony Kennedy as Supreme Court Justice. Shortly before the nomination vote, which requires a majority vote in the Senate, a woman, Professor Christine Blasey Ford, publicly accused Judge Kavanaugh of attempted rape when he was 17 and she was 15. She had never, in over 30 years, made these claims public. Kavanaugh's case was a watershed moment in American history.

Discuss the statements and questions below in light of the topic, veracity.

Character is important for a Supreme Court Justice. So too is a woman's sense of justice. We will now ask you to tackle some very difficult questions at the intersection of veracity and ethics:

- a. How can we judge actions that are alleged to have occurred decades ago?
- b. Do a person's actions when they're a teenager determine how they will behave as an adult?
- c. Should there be a statute of limitations on abusive trauma?
- d. If no temporal limitations exist for sexual assault, what prevents false accusations from popping up years after an alleged event? Is such a position fair to men?
- e. If an allegation of misconduct represents a systemic societal issue, is it licit to condemn the accused without sufficient evidence?

PART 5: WEAPONIZING WORDS

- I. ANSWER THE FOLLOWING QUESTIONS:
- What do you think it means to weaponize something?
 - Look up the definition online. Discuss with your classmates.
 - Can you think of an instance in your country where words have been weaponized? If so, explain below.

INSTANCE	WEAPONIZED WORD
a.	a.
b.	b.
c.	c.
REASON	OUTCOME
a.	a.
b.	b.
c.	c.

SPOT THE WEAPONIZED WORD:



II. FREEDOM OF SPEECH IS CONSIDERED...

Freedom of speech is one of the cornerstones of a functional democracy. Yet, at what point does free become offensive? And by extension, when should offensive speech incur regulation? For instance, at what point should a radio host be fired for using unpleasant language, or a comedian fired for an insensitive joke?

IN PAIRS, DISCUSS THE QUOTES ON THE OPPOSITE PAGE.

Which quote do you agree with the most?

Which quote do you agree with the least? Be prepared to answer in front of the class.

"If you don't like a costume someone is wearing, look away, or tell them you are offended. Talk to each other. Free speech and the ability to tolerate offence are the hallmarks of a free and open society."

– Nicholas Christakis

"All over social media, there dwell armies of unpaid but widely read commentators, ready to launch hashtag campaigns and circulate Change.org petitions in response to the slightest of identity-politics missteps."

– Rebecca Traister

"Every free society, facing the challenge of balancing freedom of expression against other values such as societal cohesion and tolerance, creates its own imperfect solution."

– Jonathan Chait

"Freedom of speech is a constitutional guarantee, but who gets to exercise it without the chilling restraints of censure depends very much on one's location in the political and social cartography."

– Bettina Aptheker

"Of course, in order to have genuine freedom of speech, one must also be free to question, contradict, and even lampoon the assertions of others. Also protected is the right to say that someone else's choice of words was insensitive or inappropriate, or that she ought not to have spoken up in the first place. Censure is not the same thing as censorship."

– Kate Manne and Jason Stanley

III. ANSWER THE FOLLOWING QUESTIONS:

a. Do politics determine social culture or vice versa?

b. Philosopher Theodor Adorno suggested that a word, in this case **genocide**, can become so powerful that it might negatively impact saving human lives. Arguably, this happened in Rwanda, when the Clinton administration refused to use the word *genocide* because of the legal implications the word entailed. The UN Genocide Convention requires preventative action once a genocide is formally recognized. How would you prevent a similar situation from reoccurring?

c. In the Canadian Supreme Court case *R. v. Keegstra*, a case of a schoolteacher disseminating anti-Semitic material, the Court found that preventing harm against an identifiable group overrode freedom of expression. The Court concluded that:

"A person's sense of human dignity and belonging to the community at large is closely linked to the concern and respect accorded the groups to which he or she belongs. The derision, hostility and abuse encouraged by hate propaganda therefore have a severely negative impact on the individual's sense of self-worth and acceptance."

What are your thoughts on the Court's judicial reasoning?

d. In 2018, director James Gunn was fired by Disney from directing *Guardians of the Galaxy 3*. Gunn's offensive tweets nearly a decade early, which Disney found "indefensible and inconsistent with [its values]," had forced Disney to reconsider their professional ties. Also, in 2018, American rapper Kendrick Lamar stopped a white fan who he called up on stage from using the N-word. That word was part of Lamar's song she was invited to sing. Discuss both situations. (a) How are they different? (b) Do you agree with Disney's or Lamar's position?

e. Does prohibiting certain words push hatred and racism underground?

f. If so, can hatred ever be reconciled when it cannot be expressed?

GENOCIDE:

Polish-American Raphael Lemkin coined the word **genocide** in 1943, combining the Greek word *genos*, meaning family or race, with the Latin suffix *cide*, meaning killing. Lemkin was also instrumental in passing the Genocide Convention in the United Nations.

IV. WEAPONS HAVE TRIGGERS

Read the following articles:

Frequently, weapons have triggers. In academia, there has been a recent phenomenon called "triggering."

a. What do you think "triggering" means?

b. Discuss in pairs. Then go online and read the following articles: Academic Ethics: The Legal Tangle of 'Trigger Warnings'

by Brian Leiter

Hey, University of Chicago: I Am an Academic. I Am a Survivor. I Use Trigger Warnings in My Classes. Here's Why.

by Devon Price

c. Compare and contrast the articles in five paragraphs. In groups, make a mind map.

d. Then each group member should write a paragraph. Find a writing partner and exchange paragraphs. Provide feedback.

PART 6: THE ART OF PERSUASION

- I. Aristotle talked about **Logos** (Do I believe the writer?), **Ethos** (Do I trust the writer?), and **Pathos** (Am I moved by the writer's argument?). Divide the characteristics from the box below into Aristotle's three categories.

CREDIBILITY

LOGIC

CONSISTENCY

EMOTIONS

RESPECT

TONE & PITCH

PROOF SYMPATHY

IMPRESSION

EVIDENCE

FACIAL EXPRESSION

INTENTION

CONTENT

LOGOS

ETHOS

PATHOS

Now, in pairs, find two commercials and apply the above divisions.

II. Choose one of the following sentences.

Driving 200 km/hr is dangerous.

Lectures that last over an hour are a complete waste of time.

Drinking too much coffee is bad for your health.

Next, choose one of your classmates and convince him or her of its **premise** in one sentence.

Now, write down your sentence on a piece of paper.
Can you identify the premise and the conclusion?

Give it a try! Here is an example:

You should not eat too much butter **because** it can lead to heart disease.

Does the following maxim have a premise and conclusion?

"THE SPIRIT OF LIBERTY IS THE SPIRIT WHICH IS NOT TOO SURE THAT IT IS RIGHT."

— LEARNED HAND

PREMISE: A reason to accept the validity of another claim.

CONCLUSION: The main claim argued.

WORDS THAT OFTEN INDICATE A CONCLUSION:

so, consequently, therefore, as a result, thus, hence, which means that, accordingly

WORDS THAT OFTEN INDICATE PREMISE:

because, for these reasons, if, by this nature, since, as shown by, given that

An argument is made up of at least one premise and only one conclusion. Create three arguments. For each argument, include a common premise/conclusion word.

III. TED TALK

PETER EIGEN'S "HOW TO EXPOSE THE CORRUPT"

Synthesize Eigen's TED Talk into a single sentence. What is the premise, and what is the conclusion?

Do the same for Dan Copley's "What Physics Taught Me About Marketing."

V. PERSUASION:

- a. Get into pairs. Find a short commercial on YouTube. Watch it without any volume (on mute). What premise is it trying to communicate? What is the conclusion? Then watch it with sound. Do you notice any differences? Do these differences impact the ability to communicate a premise or conclusion?

PERSUASION Asserting that something is true, typically without evidence

SUGGESTION An oral or written account of something

DESCRIPTION Convincing somebody to believe something

DEMAND A series of steps taken to reach a desired end

PROCESS Putting forward an idea for consideration

CLAIM for consideration

- b. Now using any two vocabulary words from Chapters 1–3, write a sentence for each communication technique.

Example: (tide; affect) The tide affects my mood (claim); I think that the tide is what has been affecting my mood (suggestion); etc...

Identify the argument of the following passage. Do you agree with the argument?

IV. DIVIDE INTO GROUPS:

Write down three premises on any major issues. Present your premises in front of the class.

For a gendered take, have students watch three male and three female speakers. Are there any differences in their presentation style? Do you attribute this to gender or to individual personalities? Discuss.

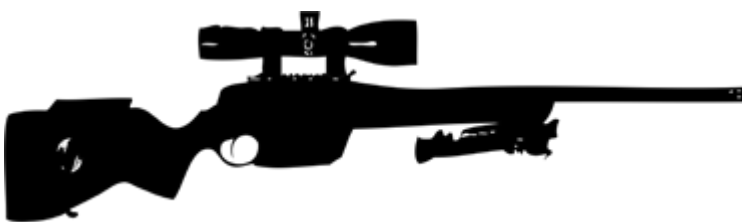
- c. In the United States, most schools are partially funded by local taxes. Many scholars have agreed that a tax-based funding scheme is harmful to students from low-income areas. Low taxes on inexpensive homes yield less money. This often translates into lower teacher salaries and less resources for students. Therefore, federal and state governments should increase their share of funding to help ensure equality between school districts.

CHANGE THE FOLLOWING CLAIMS INTO ARGUMENTS BY ADDING PREMISES:

1. The economy is doing great these days.
2. Writing essays in English is difficult.
3. Massage is an essential part of life.
4. Less people want to get married these days than during my parents' generation.
5. Battery-powered cars are the future.

VI. a. Draw a picture or series of pictures that constitute an argument. Mingle. See how many of your classmates can guess the argument, conclusion, and premise.

- Create an essay topic based on the rhetorical question;
- Write a sentence introducing the topic;
- Make an argument (thesis statement) about the topic.



PART 7: PHOTOS

I. WHERE DO YOU POST YOUR PHOTOS ON THE INTERNET?

a. Put a percentage beside the site(s) you use:

FACEBOOK
VKONTAKTE
INSTAGRAM
SNAPCHAT
TWITTER

b. What kinds of photos do you usually post? Write a percentage beside each type.

FAMILY FRIENDS VACATION HANGING OUT
AT WORK/IN SCHOOL STRANGERS BUILDINGS/LANDSCAPES

c. Do you usually pose when you're having your picture taken, or do you prefer to spontaneously capture the moment in the most natural way possible? Do you have others pose when you take their photo?

POSED
NATURAL

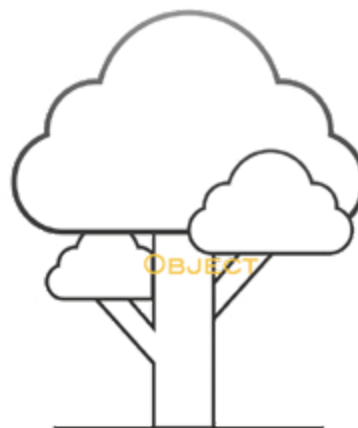
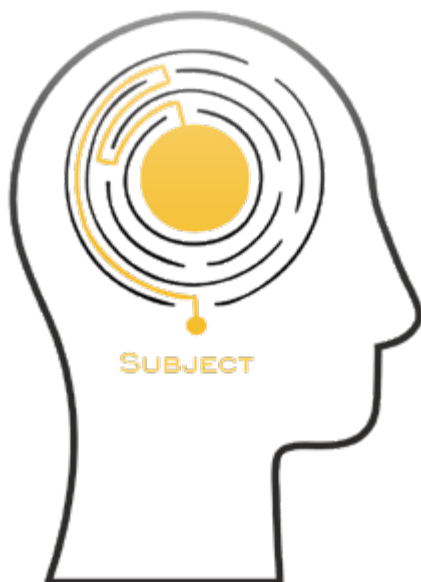
Similarly, do you use filters or other editing tools before or after you take photos? Again, write down a percentage.

d. What do these words mean in the context of photography and posting photos on social media?

CAPTURE SNAP UPLOAD SHARE FORWARD LIKE
CROP PHOTOSHOP CONTRAST FILTER EDIT

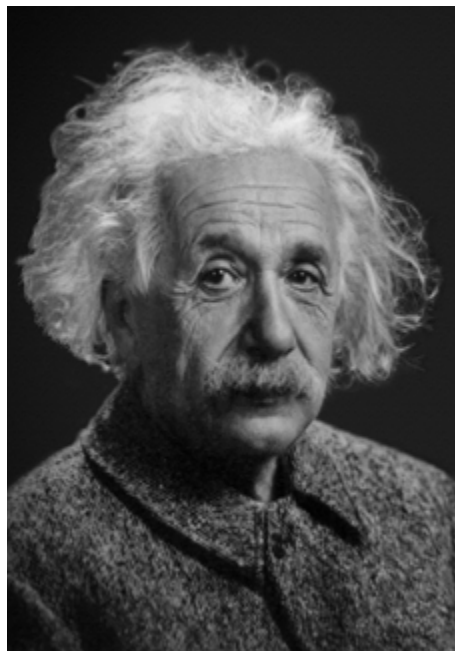
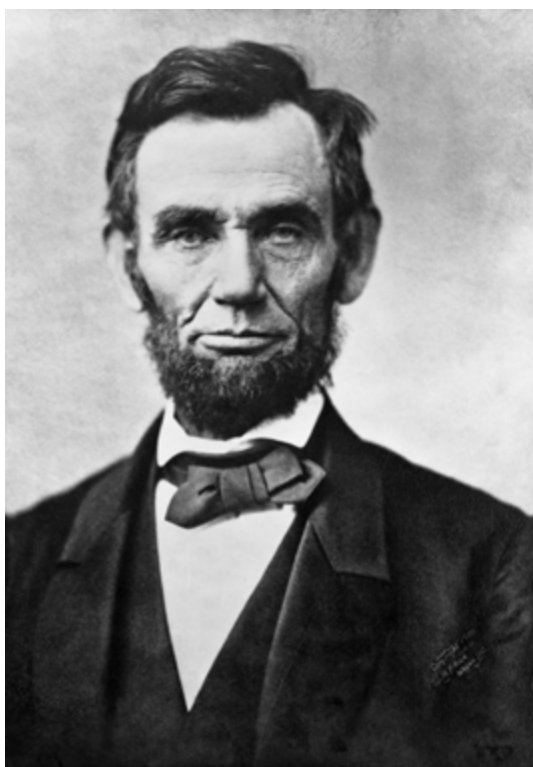
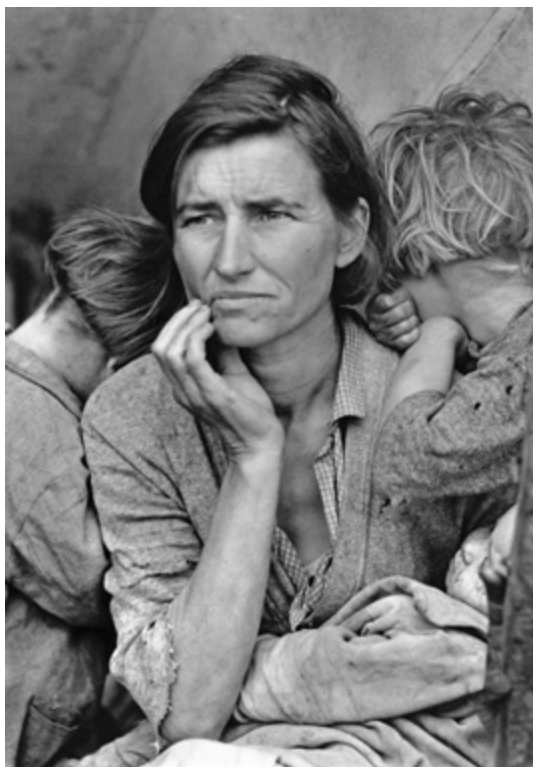
II.

In English, we describe the act of photographing using words such as *take*, *capture*, and *steal*. However, in German, photos are "made" not "taken." Do you think that the verbs reflect different cultural understandings on the relationship between subjects and objects?



III. LOOK AT THESE FIVE FAMOUS PHOTOGRAPHS.

- a. What are they about?
- b. Do you think they were posed?
- c. Pretend you're a reporter from the time the photo was taken; use reporting verbs to report on one of the photos.



IV. WRITE A FIVE-PARAGRAPH PERSUASIVE ESSAY AGREEING OR DISAGREEING WITH ONE OF THE FOLLOWING QUOTES:

“TO PHOTOGRAPH IS TO APPROPRIATE THE THING PHOTOGRAPHED. IT MEANS PUTTING ONESELF INTO A CERTAIN RELATION TO THE WORLD THAT FEELS LIKE KNOWLEDGE — AND, THEREFORE, LIKE POWER.”

— SUSAN SONTAG

“YOU DON’T TAKE A PHOTOGRAPH, YOU MAKE IT.”

— ANSEL ADAMS

“THE EYE SHOULD LEARN TO LISTEN BEFORE IT LOOKS.”

— ROBERT FRANK

V. TED TALKS

Watch the following TED Talks and answer the questions below.

DAVID GRIFFIN: HOW PHOTOGRAPHY CONNECTS US

- Have you ever considered a career in photojournalism? Explain your answer.
- Do you think the response/reaction from the photos you upload on social media are very different than the response/reactions/emotions provoked by the photos Griffin showed? Explain.
- What does “flashbulb memory” (3:20) mean?
- Describe one flashbulb memory you have had.
- At 7:40, Griffin says, “Sometimes you can tell a broad story in a focused way.” Provide an example of this in your social media life.
- At 14:30, Griffin ends by saying that photography can be a “positive agent for understanding the challenges and opportunities facing our world today.” If you were going to try to better understand a challenge or opportunity, what would it be? Describe how you would go about planning your trip and photographing the story.

JONATHAN KLEIN: PHOTOS THAT CHANGED THE WORLD

- What does “bright-eyed and bushy-tailed” (0:16) mean?
- What is the difference between photos changing the world and provoking reactions that have caused change (0:19)?
- Explain the difference between iconic and cliché (0:35). Provide an example from your life.
- How can an image “transcend borders” (1:07)?
- Can the interpretation of an image be confined to a single country or culture?
- At 1:28, Klein mentions that the environmental movement may have been sparked through photos of Earth. Why would the “smallness” or “fragility” of a planet catalyze a movement to protect it?
- “Some would argue that it is those images that did more to fuel the insurgency in Iraq than virtually any other single act. Furthermore, those images forever removed the so-called moral high ground of the occupying forces” (2:40). Agree or disagree with each of the above sentences. Explain.
- “Images often push us to question our core beliefs and our responsibilities to each other” (4:21). Has this ever happened to you? Is there any core belief you have that cannot be changed by photographic proof?
- What does Klein mean when he says, “In my view, it’s not the photographer who makes the photo, it’s you” (5:21).

LISA KRISTINE: PHOTOS THAT BEAR WITNESS TO MODERN SLAVERY

Watch Kristine’s TED Talk. Generate three questions of your own. Stand in front of class and pose the questions to your classmates. Moderate a discussion.

PART 8: RULES

- I. RULES GUIDE SOCIETY. THEY HELP GUIDE US IN OUR DAILY LIVES AND INFORM US WHAT IS PERMISSIBLE AND WHAT IS FORBIDDEN. CHOOSE TWO RULES THAT EVERYONE IN THE WORLD WOULD HAVE TO FOLLOW. VALIDATE YOUR ANSWER.

ENABLE

ENFORCE

SUBJECT TO

RESTRICT

GUIDE

RELINQUISH

WIDESPREAD

- II. LOOK UP EACH VOCABULARY WORD. FORM RULES USING A DIFFERENT VOCABULARY WORD IN EACH SENTENCE.

- III. LOOK AT THE FOLLOWING PICTURES. EXPLAIN TO YOUR CLASSMATES WHAT RULES THEY SIGNIFY.



PART 9: EVALUATING TEXTS ABOUT INDIGENOUS POPULATIONS

- I. LISTEN TO THE PASSAGE “AUTHENTIC?” AND CREATE FOUR QUESTIONS BASED ON WHAT YOU HEARD. AT LEAST TWO QUESTIONS SHOULD REQUIRE ANALYTICAL THINKING TO ANSWER.

a.
b.
c.
d.

III. EVALUATING NATIVE AMERICAN TEXTS

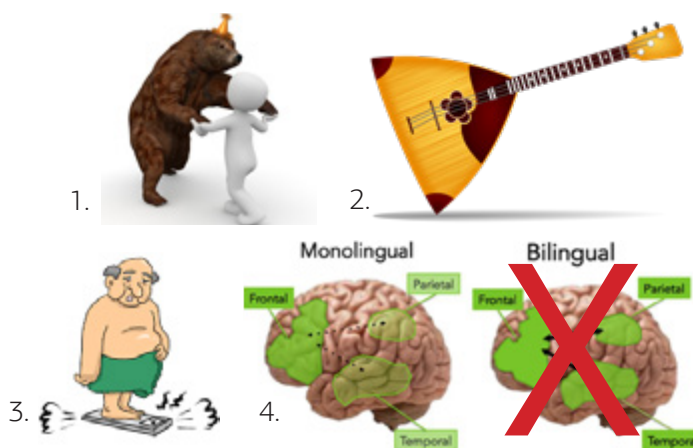
Stereotypes are not always as obvious as dancing bears and fast-food chains. Sometimes they are seemingly complimentary. Read the text below. What stereotypes can you find in the passage? Are they well-meaning or purposely derogatory?

This is a story of an authentic Indian girl named Sawiya. She lived on a desert reservation in Arizona with her tribe. For generations her people have lived off the land, tending to animals in a way that is one with nature. They found spiritual presence in everything they did...from hunting buffalo, preparing cornmeal, and putting up tepees. In her tribe, there was a council of elders who were very wise and made major decisions. For example, if there was a dispute between two men, the council would provide guidance. Though women were not part of the council, they had important roles in society. Sawiya had two brothers. Each of them was a brave warrior who fought in battles with invading tribes. Sawiya would wake up early to prepare their horses and get breakfast ready. She loved to tell the brave and heroic tales of how her brothers fought in combat and rode through the majestic plains.

- What verbs are used to describe Sawiya? Does their tense have any implications for the story?
- If you were a Native American learner, how would you feel reading this text?

II. IMAGES AND STEREOTYPES

- a. Identify the stereotypes in each graphic. With which countries are they associated? Then, pretend you're a reporter. Report on the image by writing a four- or five-sentence description.
- b. Why do you think those stereotypes were constructed?
- c. Do stereotypes lose their power over time? If all the fast-food restaurants in the United States were closed for a decade, would Americans still be known for eating fast food?



- d. Fill in the blanks using the vocabulary in the box. Change the tense if necessary.

savage, paternalism, determination, opportunity, pigeonhole, idealize, stereotype

1. She was _____ as a Native American writer because her first novel was about life on a reservation. Sometimes she wished people would just recognize her as a writer without any qualifying adjectives.
2. Self-determination and _____ are frequently at odds.
3. In many 19th-century drawings, Native Americans were portrayed as uncivilized _____.
4. What types of _____ are offered to children growing up in reservations? Are they equal to their non-reservation counterparts?
5. Every culture has an oversimplified image about them. Do you know what _____ is associated with your culture? Do you think it's valid?
6. On the surface, not all stereotypes appear harmful. However, _____ can be as detrimental as an insult. Can you figure out why that is?

e. Name the word.



TYPE



HOLE

IV. REPORTING VERBS

Your choice of reporting verb tells a lot about your stance towards an issue. Some verbs are typically used with either positive, neutral, or negative stances.

POSITIVE: affirms, supports, acknowledges, contends, explains, analyzes, identifies, refutes, challenges, supports

NEUTRAL: concludes, confirms, examines, reports, acknowledges, maintains, adds, demonstrates

NEGATIVE: confuses, speculates, hopes, accuses, questions, guesses, alleges

According to local news, the president's attitude towards recent developments in indigenous rights suggests that he will transpose new international legislation into domestic law.

Ivanov (2007) argues that the president's attitude towards recent developments in indigenous rights is positive.

Johnson (2018) doubts whether the president will transpose new international legislation into domestic law.

REPLACE THE WORD **SAID** WITH A REPORTING VERB.

Peters (1974) **said** that ringtail lemurs have a lifespan of approximately nine years. However, Sempson (1984) **said** that lemurs often live to be 15 years old. Both studies contrast with Sulova et al. (2002), who **said** that ringtails have a varied lifespan depending on their environment. Their study is further supported by Donkey and Platypus (2017), who **said** that ringtail lemurs in Madagascar differ in lifespan from those in Comoros and zoos around the world.

GRIN & BEAR IT: SENTENCE-LEVEL ANALYSIS [REPORTING VERBS]

V + THAT + CLAUSE

Example: Hainuller and Hiperkins (2011) reveal that discrimination and political affiliation are correlated.

V + NOUN PHRASE

Example: Kaczinski (2018) indicated his stalwart opposition to a less independent judiciary.

TENSE: WE USE DIFFERENT TENSES TO REPORT DIFFERENT TYPES OF SITUATIONS.

PAST: Prior results. Research that has been already completed.

Example: The Berlin group exemplified this in their research design.

PRESENT: Recent research

Verbs often followed by "that": admit, persuade, explain, state, understand. Verbs often followed by "if" or "whether": ask, remember.

V. DOCUMENTING

Split the class in two. Half the class should watch one documentary, the other, the second. Split those two groups into two each. One group discusses, the other creates questions that the presenters should answer.

Inventing the Indian
BBC DOCUMENTARY

Reel Injun
CANADIAN DOCUMENTARY

PART 10: JOY

In 1978, during Harvard's 327th commencement ceremony, famed Soviet author Alexander Solzhenitsyn gave a now famous speech entitled "A World Split Apart." Solzhenitsyn, who had been expelled from the Soviet Union four years earlier, had taken refuge in the United States and applied for refugee status. However, instead of exuding uncritical patronage for America upon the audience at Harvard, Solzhenitsyn bravely voiced several deep systemic criticisms.

In Part 3, you practiced how to respond to a comment panel. For this exercise, you will create four groups. Each group will start a discussion thread on one of the following quotes from Solzhenitsyn's speech. Then pass around the paper (or send electronically) to the next group. Do this until all groups have responded to each quote's comment section.

"Every citizen has been granted the desired freedom and material goods in such quantity and of such quality as to guarantee in theory the achievement of happiness — in the morally inferior sense of the word which has come into being during those same decades. In the process, however, one psychological detail has been overlooked: the constant desire to have still more things and a still better life and the struggle to attain them imprint many Western faces with worry and even depression, though it is customary to conceal such feelings. Active and tense competition fills all human thoughts without opening a way to free spiritual development."

"Because instant and credible information has to be given, it becomes necessary to resort to guesswork, rumors, and suppositions to fill in the voids, and none — and none of them will ever be rectified; they will stay on in the readers' memories. How many hasty, immature, superficial, and misleading judgments are expressed every day, confusing readers, without any verification. The press — The press can both simulate public opinion and miseducate it."

"But should someone ask me whether I would indicate the West such as it is today as a model to my country, frankly I would have to answer negatively. No, I could not recommend your society in its present state as an ideal for the transformation of ours. Through intense suffering our country has now achieved a spiritual development of such intensity that the Western system in its present state of spiritual exhaustion does not look attractive."

"There are meaningful warnings which history gives a threatened or perishing society. Such are, for instance, the decadence of art, or a lack of great statesmen. There are open and evident warnings, too. The center of your democracy and of your culture is left without electric power for a few hours only, and all of a sudden crowds of American citizens start looting and creating havoc. The smooth surface film must be very thin, then, the social system quite unstable and unhealthy."

- I. **FROM THEIR CONTEXT:** Can you guess whether the following words carry a positive, negative, or neutral connotation: threatened, exhaustion, perishing, rumor, rectify, desire, conceal?

ANSWER THE FOLLOWING:

1. Explain Solzhenitsyn's use of "morally inferior sense of the word."
2. What do you think Solzhenitsyn means by *spiritual exhaustion*?
3. If he were alive today, what might Solzhenitsyn think about the material conditions and spiritual development in Russia?

II. AGREE OR DISAGREE WITH THE FOLLOWING POSITIONS FROM SOLZHENITSYN'S SPEECH:

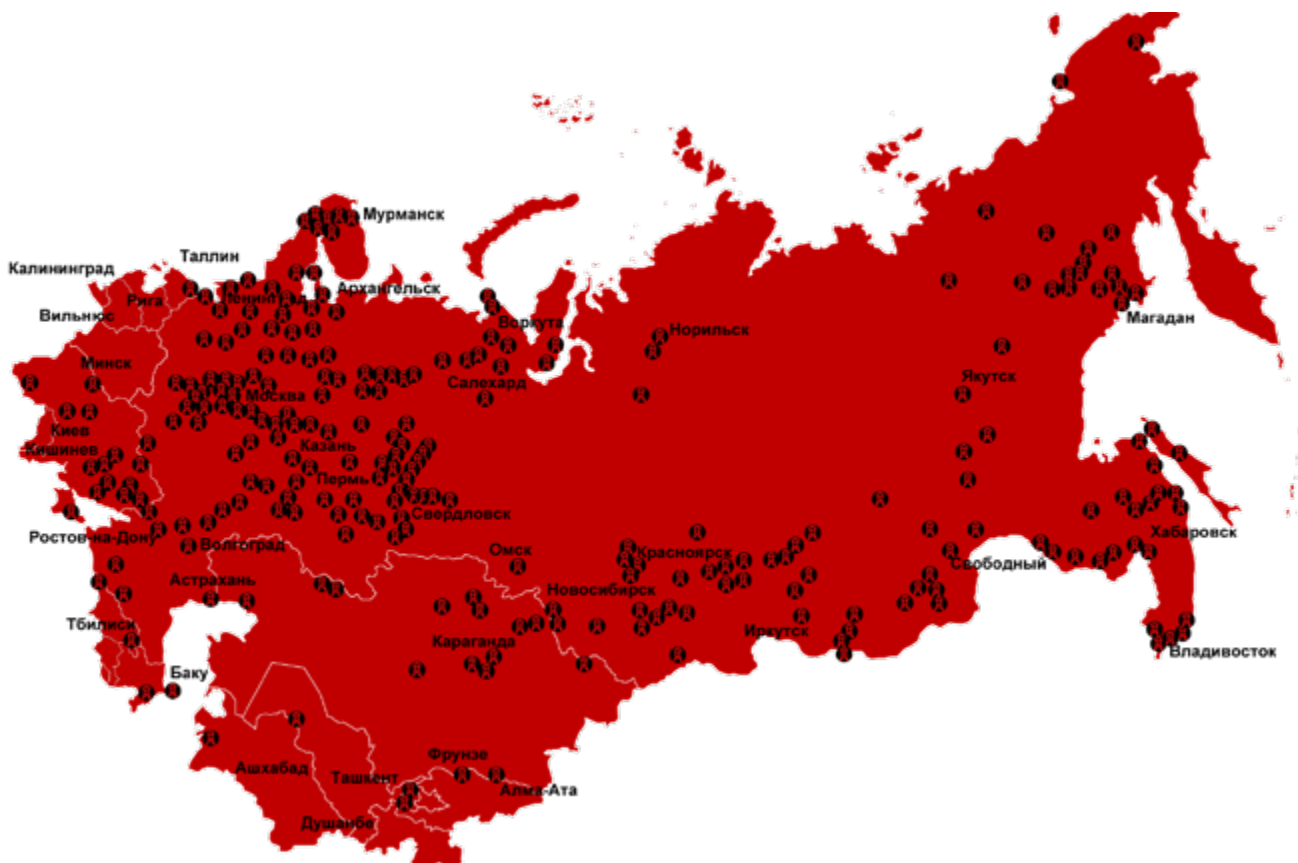
1. Competition blocks the path to spiritual development.
2. America's social system is unhealthy.
3. Intense suffering leads to spiritual development.

III. GULAG PRISONS AND INDIGENOUS POPULATIONS

Many lands populated by indigenous groups were used as Soviet-era prison sites. Look at the map below. Can you locate any Gulag sites in areas with a high concentration of indigenous people? How do you think these prisons impacted the local populations?

- IV. Using the vocabulary words from the previous three chapters, form five sentences about the Gulag, beginning with the words below. Validate your choice of tense for each sentence.

1. How long
2. How did
3. What could have
4. There probably was/wasn't
5. There would have been



PART I I : INTERGENERATIONAL

I. MATCHING

a.

- Punishment inflicted on someone as vengeance for a wrong act
- Being accountable or to blame for something
- Giving something to someone who is younger or at a lower level
- The making of amends for a wrong one has done, by paying money or assisting non-monetarily
- To say that one is owed or has earned something
- The feeling of having done wrong
- Be cleared of blame or suspicion
- Descendants more remote than a grandparent

PASSED DOWN ANCESTORS RESPONSIBILITY

CLAIM VINDICATE GUILT

RETRIBUTION REPARATION

b.

- Are the crimes of our parents and grandparents _____ to future generations?
- My behavior towards oppressed groups should _____ me of an individual responsibility toward their suffering, past, present, or future.
- What validates a _____ by one group against another group?
- Some African-American leaders in America have called for _____ to pay for the years of slavery their _____ experienced.
- How would you feel if your society instilled a sense of _____ on all its members?
- Who bears _____ for intergenerational trauma?
- Does ignoring responsibility for the crimes of the past lead to _____ against society?

c. SYNONYMS

Find one synonym and one antonym for each word. Get into pairs and choose two words. One student will draw the synonym and their partner will craft a sentence to match the picture, then switch roles.

d. FREQUENTLY CONFUSED WORDS:

Using the same subject, make three sentences, one for each of the words below.

RETRIBUTION “punishment inflicted on someone as vengeance for a wrong or criminal act”

REDEMPTION “the action of regaining or gaining possession of something in exchange for payment, or clearing a debt”

REPARATION “the action of making amends for a wrong one has done, by providing payment or other assistance to those who have been wronged”



II. THE IMPACT OF HISTORICAL AND INTERGENERATIONAL TRAUMA ON AMERICAN INDIAN AND ALASKA NATIVE COMMUNITIES

Trauma not only effects those who directly experience it, but also those in the generations that follow. Dr. Maria Yellow Horse Brave Heart describes historical trauma as the “cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma.”

The span of one generation is not a long time. In fact, an American Indian or Alaska Native (AI/AN) who is over the age of 30 is only one generation removed from the “boarding school era.” During this era, many AI/AN children were removed from their homes, families, and communities and forced to assimilate to the culture and practices of the majority population. These experiences caused a ripple effect of intergenerational trauma throughout Indian Country.

When discussing the effects of this historical trauma, many AI/ANs have been told to “get over it.” However, dismissing what happened does not help these communities move forward. To move forward, this history and its effects on AI/AN communities must be understood. This is not dwelling on the past, but ensuring a brighter future by addressing barriers and creating solutions.

As noted in the White House’s 2014 Native Youth Report, tribes, federal and state programs, and non-profit organizations are creating focused strategies to overcome historical trauma. There is a specific focus on Native youth and supporting their return to cultural traditions, practices, and language. Strengthening ties to community and culture has been successful in promoting behavioral health and supporting recovery.

One way tribes have started addressing historical and cultural trauma is through the Gathering of Native Americans (GONA) and Gathering of Alaska Natives (GOAN). GONA and GOAN focus on the underlying reasons causing individuals, families, and communities to become at risk for addictions and self-destructive behaviors while recognizing the importance of cultural values, traditions, and spirituality in healing.

By reflecting the four levels of life’s teachings — belonging, mastery, interdependence, and generosity — GONA and GOAN provide a structure for communities to address healing, and how to develop response plans and strategies. The GONA and GOAN are also important because they confront historical trauma in culturally sensitive and healthy ways that allow for critical prevention planning. More than just a one-time event, they are the start of continuous community efforts.

PAOLO DEL VECCHIO, “THE IMPACT OF HISTORICAL AND INTERGENERATIONAL TRAUMA ON AMERICAN INDIAN AND ALASKA NATIVE COMMUNITIES”
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QUESTIONS:

- Why does del Vecchio argue that trauma may be passed down to successive generations?
- What is meant by “boarding school era”?
- What are the roles of GONA and GOAN?
- Do you think that one-time events can help patients recover from psychological trauma?

III. In her article “Examining the Theory of Historical Trauma Among Native Americans,” scholar Kathleen Brown-Rice uses a range of studies to support her argument.

She structures her argument based on a study by Sotero (2006), who outlines three phases of historical trauma: (a) mass trauma perpetrated by the dominant population. These include economic, cultural, and societal domains; (b) display of psychological, biological, and societal trauma by afflicted population; (c) trauma by original population passed down to future generations. Place the quotes below in logical order then fill in sentences between the quotes to construct a coherent argument.

Photocopy this page. **Cut** out the quotes. **Place** the following quotes from Brown-Rice’s study in logical order. Then, along with the quotes, **write** your own sentences to **construct** a coherent argument.

“Domestic violence and physical and sexual assault are three-and-a-half times higher than the national average in Native American communities; however, this number may be low, as many assaults are not reported (Sue & Sue, 2012). Cole (2006) proposed that the breakdown in Native American families due to the forced removal of Native American children can be seen as the reason for the high number of child abuse and domestic violence incidents reported in these families.”

“These traumas resulted in historical loss symptoms related to social-environmental and psychological functioning that continue today (Whitbeck, Adams, Hoyt, & Chen, 2004).”

“Further, being relocated to urban areas removed Native American people from all the lives they were familiar with. Leaving their domestic lands led to a decline in socioeconomic status as Native American men were not able to provide for their families, and the families became dependent on goods provided by the U.S. government (Brave Heart & DeBruyn, 1998). These relocations resulted in the death of thousands of Native Americans and the disruption of families.”

“Government and church-run boarding schools would take Native American children from their families at the age of 4 or 5 and not allow any contact with their Native American relations for a minimum of 8 years (Brave Heart & DeBruyn, 1998; Garrett & Pichette, 2000).”

“Many children were abused physically and sexually and developed a variety of problematic coping strategies (e.g., learned helplessness, manipulative tendencies, compulsive gambling, alcohol and drug use, suicide, denial, and scapegoating other Native American children) (Brave Heart & DeBruyn, 1998; Garrett & Pichette, 2000).”

“It has been found that an increase in the number of suicides corresponds to a lack of linkage between the adolescents and their cultural past and their ability to relate their past to their current situation and the future (Chandler, Lalonde, Sokol, & Hallet, 2003).”

“By 1876, the U.S. government had obtained the majority of Native American land and the Native American people were forced to either live on reservations or relocate to urban areas (Brave Heart & DeBruyn, 1998; Trusty et al., 2002).”

“In 1871 the U.S. congress declared Native Americans wards of the U.S. government, and the U.S. government’s goal became to civilize Native Americans and assimilate them to the dominant White culture (Trusty et al., 2002).”

“The removal of children from their families is considered one of the most devastating traumas that occurred to the Native American people because it resulted in the disruption of the family structure, forced assimilation of children, and a disruption in the Native American community.”

“Statistics indicate that a proportionally high level of Native Americans have mood disorders and posttraumatic stress disorder (PTSD; CDC, 2007; Dickerson & Johnson, 2012). Suicide rates among Native Americans are 3.2 times higher than the national average (CDC, 2007).”

“This loss of population further impacted the Native American community due to the lack of public acknowledgment of these deaths by the dominant culture and the denial of Native Americans to properly mourn their losses.”

IV. TRAUMA AND RESPONSIBILITY

a. If there is a trauma, then there is a cause of the trauma. This deceptively simple statement opens a Pandora's box.

In the above passages, do you think the authors are suggesting that the U.S. government is responsible for trauma caused to both the previous and the current generations of Native Americans?

Support your answer.

c. Let's move on to another context. After the Second World War [Great Patriotic War to Russians], collective guilt was a hot issue in Germany.

Were all Germans responsible for the crimes of the Nazi military? Is every member of a nation responsible for large-scale atrocities? Germany also paid reparations. To this day, Germany pays compensation to Holocaust survivors.

Do you think the U.S. government should have paid reparations to the families of former slaves? If so: 1. For how long? 2. In what form [money, capacity building, home loans, etc....]?

b. If trauma is intergenerational, is responsibility also? Generally speaking, is the responsibility for crimes of previous generations passed down?

V.
In the news, people frequently confuse a victim mentality with the need for recognition or help. The two differ in three important ways. Instead of listing them, we would like you to get into groups and figure them out, then apply these three points to the photos below:

Can you find a parallel in your society?



PART 1 2: DIGNITY

I. The constitutions of both Russia and the United States guarantee the following rights:

THE RIGHT TO VOTE

THE RIGHT TO PRACTICE RELIGION

THE RIGHT TO FREE SPEECH

BUT WHY?

“Many of our everyday rights and freedoms are grounded on understandings of human dignity.”

Dignity: “The state or quality of being worthy of honour or respect.”

II. AUTONOMY

INTRINSIC

CONSTRAINTS

?

You

?

find

?

the definition



KANT

Fun Fact!

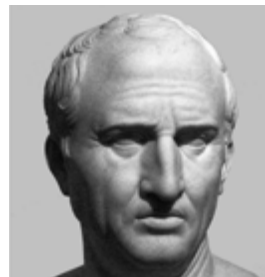
Immanuel Kant rarely ever left the areas surrounding the city of Königsberg.



GROTIUS

Fun Fact!

Hugo Grotius escaped from prison in a chest of books!



CICERO

Fun Fact!

Cicero discovered the grave of famed scientist and mathematician Archimedes.

III. Which of these three men said: “In the kingdom of ends everything has either a price or a dignity. What has a price can be replaced by something else as its equivalent; what on the other hand is raised above all price and therefore admits of no equivalent has a dignity.”

IV. Fast question: Can you name two people from your culture who spoke about dignity? Fill in the chart below:

YOUR CHOICE	PERSON I	PERSON II
AUTONOMY		
INTRINSIC		
CONSTRAINTS		

Question: Are these constraints static in that they stay the same (or do they change over time)?

Static means to remain the same. So non-static means that something changes. Gender relations usually are non-static and change over time. Can you think of two other elements in your country that are non-static and two that have not changed (that are static)?

Below are several voting-related events. On the timeline, identify whose dignity they may have impacted.



1787. White men with land.

1790. [Naturalization Law] Free white immigrants can become citizens.

1856. North Carolina becomes the last state to remove the property ownership requirement. All white men can vote.

1868. 14th Amendment to the U.S. Constitution: Citizenship granted to former male slaves.

1870. Race cannot be a reason to deny vote [15th Amendment passed].

1887. Citizenship to Native Americans who relinquish their tribal affiliations. [Dawes Act]

1919. Native American WWI vets extended citizenship.

1920. Women can vote. [19th Amendment]

1924. Native Americans granted citizenship and voting rights.

1943. Chinese immigrants get citizenship and voting rights. [Magnuson Act]

1952. Individuals of Asian ancestry are granted right to become citizens. [McCarran-Walter Act]

1964. Voting rights not tied to paying tax. [24th Amendment]

1971. Voting age lowered to 18. [26th Amendment]

1975. Voting materials printed in multiple languages. [Amendments to Voting Rights Act]

Which of these events benefited indigenous populations in the United States?

U.S. SUPREME COURT CASES

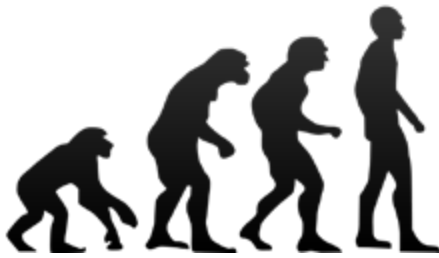
- Divide the class into two groups. Draw two timelines on the board, each with 14 tick marks. Through online research, groups decide whether the case enhanced or deprived a person or group of their dignity. Indicate your conclusions on the timeline. The first group to finish wins!
- Now, divide each group into two, so there are four groups. Match the quotes below to the cases. The first group to answer correctly wins!

Obergefell v. Hodges, 2015
 Citizens United v. Federal Election Commission, 2010
 District of Columbia v. Heller, 2008
 Texas v. Johnson, 1989
 Bethel School District #403 v. Fraser, 1987
 Regents of the University of California v. Bakke, 1978
 Roe v. Wade, 1973
 Loving v. Virginia, 1967
 Miranda v. Arizona, 1966
 Brown v. Board of Education, 1954
 Korematsu v. United States, 1944
 Crandall v. Nevada, 1868
 Dred Scott v. Sandford, 1857
 Marbury v. Madison, 1803

- "The Constitution does not consider slaves to be U.S. citizens. Rather, they are constitutionally protected property of their masters."
- "If there is a bedrock principle underlying the First Amendment, it is that the government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable."
- "The Constitutionally implied right to privacy protects a woman's choice in matters of abortion."
- "A law repugnant to the Constitution is void."
- "They ask for equal dignity in the eyes of the law. The Constitution grants them that right."
- "But hardships are part of war, and war is an aggregation of hardships."
- "In the field of public education, the doctrine of 'separate but equal' has no place."

a.

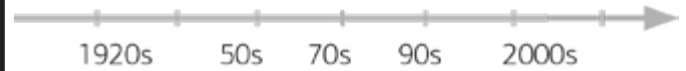
Three frequently confused words in the English language are: maturation, evolution, and progress. Look up their meaning. Then, using the three pictures below, try to make sentences using [maturation, evolution, progress].



b.

Generational changes or cultural shifts do not always mean that progress, evolution, or maturation has occurred. Get into groups and draw three timelines like the ones below. Label them "fashion," "ethics," and "science." Label each 1920s/ 50s/ 70s/ 90s/ 2000s. Using your country as an example, identify changes in fashion (e.g., bell-bottoms, plaid); ethics (recycling, animal treatment); and science (eugenics, consent).

FASHION



ETHICS



SCIENCE



c.

Evolution can be used in the context of biology, such as the theory of evolution, but also, in the societal sense. In the U.S. Supreme Court case *Trop v. Dulles*, Chief Justice Earl Warren spoke of "the evolving standards of decency that mark the progress of a maturing society."

- Do you agree with Chief Justice Warren? Do norms of what is understood as decent or indecent evolve as society matures? Give an example from your culture.
- What do you think makes society mature? Think about it. Then find a classmate and share. Present your findings to the class. Do you agree on each other's opinions?

VI.

BIG MULTI - PART QUESTION

Directions: **Get** into groups.

Choose a controversial societal-based norm.

Answer the following questions in front of the class.

If the group is in agreement [agrees with each other], present as findings.

If there is disagreement, present as a debate.

- Are there norms that cannot mature? If so, list them.
- Or is everything subject to evolving standards of decency?
- In either case, should this be reflected in the law?
- What should be the direction of the law and societal norms? *[Should the law be created first and foster societal norms, or should societal norms put pressure on the judiciary and legislature to change the law?]*

PART 13: REBUS ROUNDUP

REBUS FOR YOU!

Solve the visual puzzles below.

1.

nerve nerve nerve nerve
nerve nerve nerve nerve
nerve nerve nerve nerve

2.

potatoe potatoe
potatoe potatoe
potatoe potatoe
potatoe

3.

PENNIES

4.

back

5.

b bird b
bird bird b
b b b
b

6.

Finger
PIE

7.

MILONELION

8.

Matter

9.

funny funny
word word
word word

10.

Not = Cent

PART 14: SURVEILLANCE



Paternalism: “The policy or practice on the part of people in authority of restricting the freedom and responsibilities of those subordinate to or otherwise dependent on them in their supposed interest.”

Matching

- a. hidden agenda
- b. collusion
- c. convince
- d. checks and balance
- e. proliferate
- f. oversight
- g. willpower

- 8. The courts ensure that both the legislature and chief executive can't surveil citizens without judicial oversight.
- 9. A social media company works together with a government agency to provide information on its clients without permission.
- 10. A congressional subcommittee checks on an intelligence agency to ensure they're not collecting information illegally.
- 11. A social media platform has a dating app that secretly collects information for its marketing partners.
- 12. A company spokesman has a press conference to try to ensure the general public that they haven't had their private information sold to third-party marketers.

Listen to the passage about paternalism. Create a chart breaking down its pros and cons.

Look at the photos to your right. Do you think they should be regulated?



Paternalism and Surveillance

Read the following article. Mind map the relationship between paternalism and surveillance.

Al Jazeera "Is Big Brother Coming to Germany?" by Sumi Somaskanda (December 14, 2016)

ESSAY

Choose three domains that you think should be surveilled or not. You can also split it 2/1. Now take an overall position on government surveillance and defend it using examples from these three domains.

PART 15: TRADE-OFFS

The band Queen wrote a song called "I Want It All" but the Rolling Stones wrote a song called "You Can't Always Get What You Want."

This trade-off between wanting and not getting (needs/wants) is part of a healthy, balanced life.

On a piece of paper, write down four things you want.

But there is a catch: to obtain these four wants, you must relinquish four things in your life.

PART 16: THE THINGS WE BUY THE THINGS THEY CARRIED

I. LISTENING

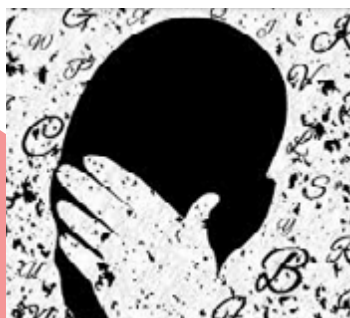
- a. Which phone does the speaker purchase?
- b. What are his criteria for choosing a phone?
- c. What is the difference between the battery life on his current phone and the 4XS'?
- d. What is the major internal conflict the speaker faces?

II. SPEAKING

Look at the following photos and then choose one. In front of the class, take 90 seconds to describe what the process of buying it would be like. You can start by describing your thoughts on the product, and then you can explain how you would go about actually buying it.



Describe the process of carrying these burdens.
How would you **divest** of them?



III.

- a. In English, the verb *carry* is used not only for physical objects, but emotional weight as well. Read the articles below. Don't worry, you won't have to write an essay. But we would like you to map one out. Create a mind map for a compare and contrast essay between two of these three articles. For differences, look not only at the subject, but also writing styles, reporting verbs, voice, and agenda of the author.

The Guardian (January 18, 2016) "Children as Young as Seven Mining Cobalt Used in Smartphones" says Amnesty
by Annie Kelly

CNN (May 3, 2018) "Carmakers and Big Tech Struggle to Keep Batteries Free from Child Labor" by Alanna Petroff

Engadget (February 6, 2018) "You Can't Buy an Ethical Smartphone Today"
by Daniel Cooper

- b. In Chapter 3, we discussed corporate responsibility. Now it's your turn to conduct some research. Choose your favorite smartphone company. Find out if they have had an ethical problem in their supply chain. Include:

- A: how they addressed the problem
- B: how long it took to address the problem
- C: how the public reacted to both the ethical uncertainties and the corrective action taken
- D: what role the media played. Look for reporting verbs you discussed in Part 4: Veracity.
- E: Are you satisfied with the company's response? If not, what additional action should be taken?

Tim O'Brien wrote a book called *The Things They Carried* about the Vietnam War. What "things" do you think the soldiers "carried" in O'Brien's book?

c. Vocabulary. Fill in the blanks.

nudge/alternative/consumer/perpetuate/mined/conscience/trade-off/boycott

1. Does a globalized supply chain mean that there will always be a _____ between somebody's comfort and another's suffering?
2. If our _____ is the most important thing, should we _____ products with unethical supply chains or trust others to force progress?
3. Does progress _____ imbalance?
4. Cobalt has often been _____ in so-called "artisanal" mines where working conditions are unregulated.
5. Create an _____ to the current mobile phone supply and demand chain.
6. Is it possible to be an ethical _____ these days?

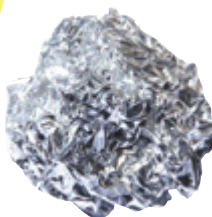
- d. If there is a trade-off between your convenience and others' discomfort, which would you choose? What factors does it depend on?

IV. CIRCULAR ECONOMIES

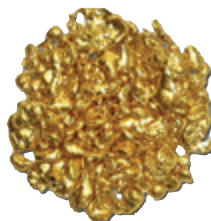
Many of your smartphone components can be recycled. Look at the photos below.



Glass



Aluminium



Gold



Lithium



Plastic



Paper

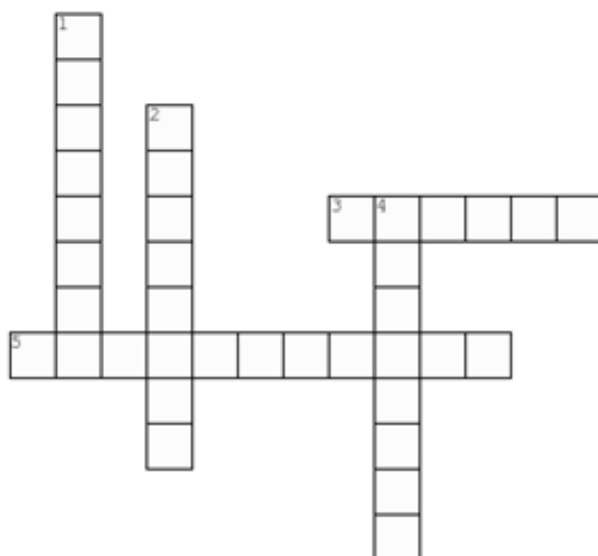
What do you think can be made from these minerals recycled from your phones? Look on page 130 for some hints!

PART 17: WAR NARRATIVES

I. COMPLETE THE CROSSWORD PUZZLE BELOW.

Vocabulary

Complete the crossword below



Created with TheTeachersCorner.net [Crossword Puzzle Generator](#)

Across

3. Pearl Harbor and the American involvement in WWII.
5. Many indigenous Soviet citizens were awarded medals for their heroism.

Down

1. Canadian forces landed on Juno beach with American forces during the D-Day invasion.
2. Despite being down great odds, residents of Leningrad together with the Red Army defeat the Axis forces.
4. Canada, United States, United Kingdom, France, Norway

II. The Siege of Leningrad

LISTEN TO THE FOLLOWING PASSAGES THEN ANSWER THE QUESTIONS.

- A. Why was Leningrad under siege?
- B. Why couldn't food be easily accessed by the inhabitants of Leningrad?
- C. Why didn't the Ally forces help the Soviets break the Nazi blockade?
- D. How did the Soviet army break through the blockade?
- E. How is the Siege of Leningrad kept alive in the Russian national consciousness?
- F. Of the poems and movies the speaker mentions, which interests you the most?
- G. Could you foresee such a siege happening in modern times? Explain your answer.

Write a chapter-appropriate sentence for each of the following prepositions: told about/by/from/in/to/before.

Example: I was told about the Leningrad Blockade by my great-grandfather.

Create a paragraph describing the photo below.



III. The Battle of Wounded Knee

- A. What provoked the Battle of Wounded Knee?
- B. What was the role of President Benjamin Harrison in the Battle of Wounded Knee?
- C. What is meant by “rummaged”?
- D. Why were the Lakota forced to surrender their weapons?
- E. What was the role of the Ghost Dance in the killing?
- F. What was the American public’s reaction to the killing?
- G. Why are the words *battle* and *massacre* both used to describe the same event?
- H. Which word do you think is most appropriate? Elaborate.
- I. What is the historical significance of Wounded Knee?



IV. Check out these quotes about war. Do you agree or disagree?

Match the face to the author of each quote. What do you know about each person?

b. "War is peace. Freedom is slavery. Ignorance is strength."
– George Orwell

a. "Great warrior. Wars not make one great." – Yoda

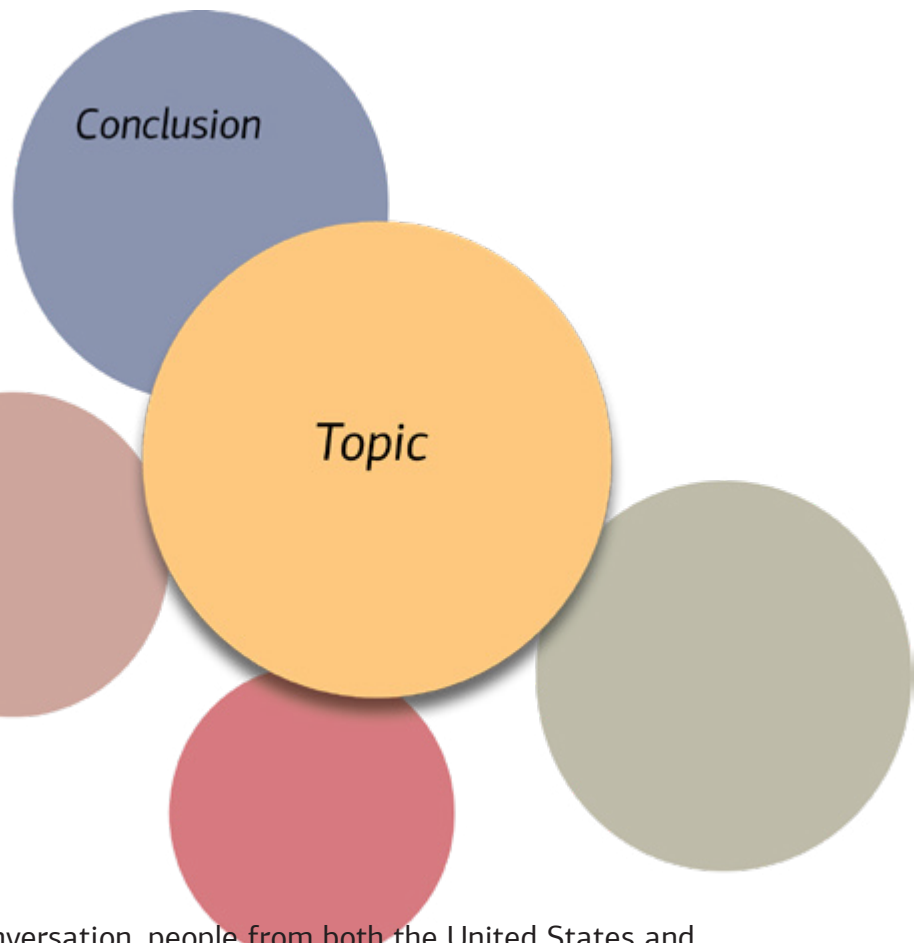
c. "I have lived in the monster and I know its entrails; my sling is David's." – José Martí

d. "Wars are poor chisels for carving out peaceful tomorrows."
– Dr. Martin Luther King Jr.

e. In the Soviet army it takes more courage to retreat than advance." – Joseph Stalin



Get in groups of five. Each student **chooses** one of the above quotes. **Draw** a mind map for a five-paragraph essay on a piece of paper. You must **address** the quote you chose in your first paragraph and state your opinion. You have five minutes for the mind map and seven minutes to write the first paragraph. Then **rotate** counterclockwise. You will write the second paragraph of your neighbor's essay (seven minutes). Then **rotate** until all of the essays are complete.



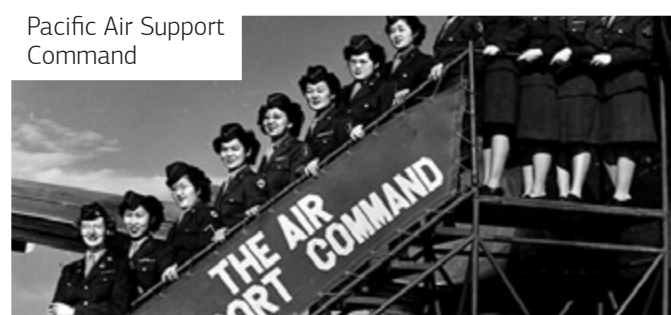
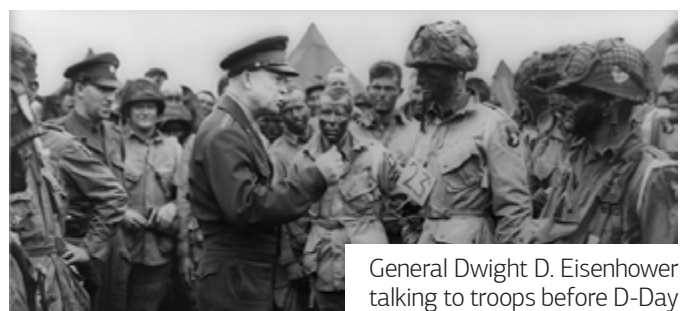
V. WHAT'S IN A NAME?

a. Unfortunately, in casual conversation, people from both the United States and Russia often ignore or are unaware of the unofficial alliance that existed between the two countries. Why do you think this is? What does the role of victory give a nation, and why is it so hard to share?

b. Do you think that American and former Soviet WW2 veterans should march together?

c. Project-based activity: Choose a major WWII battle fought by either the Americans or Soviets. Create either a blog, vlog, or ten cloze questions about it.

Choose one of the photographs below. Research the background story. You have two minutes to present your conclusions in front of the class.



PART I 8: TRAPS

I.

a. Choose three words from the list below. Go online and find each word in an article from one of these six publications (**Der Spiegel International; New York Times; Pravda; London Times; National Review; Huffington Post**). Write down the sentences.

b. Make seven columns on the board. Each student should write down their sentence in the appropriate column. Discuss how the words are used in different contexts.

c. Taking into consideration our lesson on agendas, do you think any of the words are used to push a particular agenda in the sentence?

**FALSIFY
PREPARE
CONNIVE
DISTRACT
STRATEGY
OBJECTIVE
DEFENSIBLE**

II.

- There is a movie called *The Mousetrap*, where a small nation starts war with a big country in order to build. There is also a movie called *Wag the Dog*, where a big nation begins a war to try to distract public opinion from bad polls.
- Do you think that either narrative is morally defensible?
- What is the role of the public in situations like this?
- Choose three out of the following five institutions [judiciary; executive; legislative; civil society; general public]. For both scenarios, explain the role of each institution. Consider both their powers and constraints.
- How can the public ascertain whether the war is for either of these reasons or a “just war”?
- Choose one conflict that your country has engaged in. Was it a just war? Defend your position.



III. GROUP EXERCISE:

1. You're either a big country about to attack a smaller one, or a small country preparing to be attacked by a larger one.
2. Get in groups of four and prepare a skit. Each group will consist of two presidents and two press secretaries.
3. Go to separate corners and discuss your plans then come together for a joint conference.
4. Hold a mock press conference for journalists and justify either your defensive measures or your plans for invasion.

IV. CHOOSE ONE OF THE FOLLOWING PAINTINGS ONLINE.

Picasso / Guernica, 1937

Vasily Vereshchagin / After the Attack, 1881

Ivan Aivazovsky / Battle of Chesma at Night, 1848

Albrecht Altdorfer / The Battle of Alexander at Issus, 1529

Norman Rockwell / Freedom from Want, 1943

Salvador Dalí / Soft Construction with Boiled Beans (Premonition of Civil War), 1936

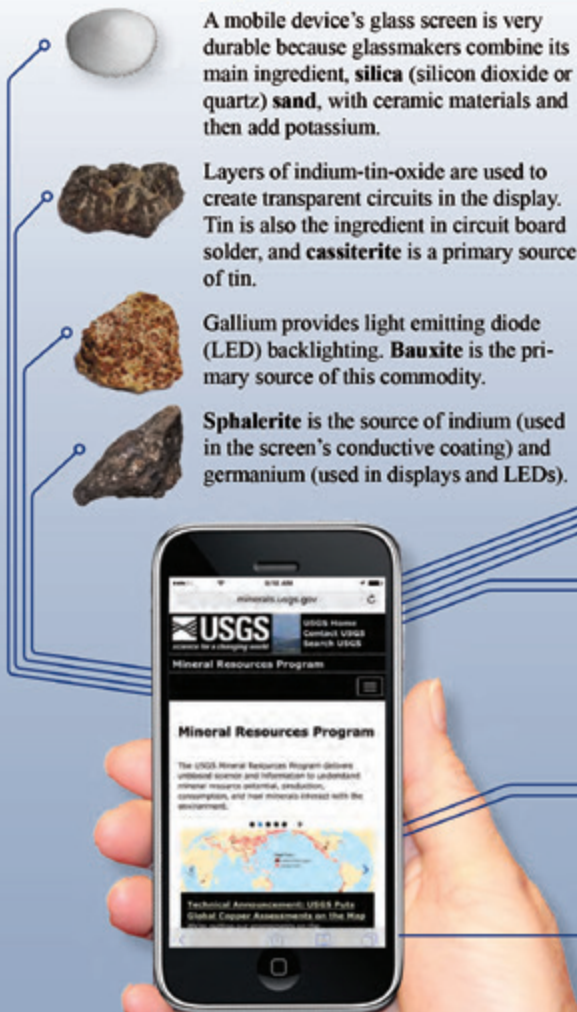
Emanuel Leutze / Washington Crossing the Delaware, 1851

Umberto Boccioni / The Charge of the Lancers, 1915

Francisco Goya / The Third of May 1808, 1814

- What is the picture depicting?
- Do the colors or body language help communicate the main theme?
- Connect the theme to a situation in your own life.
- Write a paragraph comparing and contrasting two of the paintings. Discuss not only what it is depicting but how (artistically) the author communicates its message.
- Do you see any similarities between communicating war in novels and paintings?

Display



A mobile device's glass screen is very durable because glassmakers combine its main ingredient, **silica** (silicon dioxide or quartz) **sand**, with ceramic materials and then add potassium.

Layers of indium-tin-oxide are used to create transparent circuits in the display. Tin is also the ingredient in circuit board solder, and **cassiterite** is a primary source of tin.

Gallium provides light emitting diode (LED) backlighting. **Bauxite** is the primary source of this commodity.

Sphalerite is the source of indium (used in the screen's conductive coating) and germanium (used in displays and LEDs).

Electronics and Circuitry

The content of copper in a mobile device far exceeds the amount of any other metal. Copper conducts electricity and heat and comes from the source mineral **chalcopyrite**.

Tetrahedrite is a primary source of silver. Silver-based inks on composite boards create electrical pathways through a device.

Silicon, very abundant in the Earth's crust, is produced from the source mineral quartz and is the basis of integrated circuits.

Arsenopyrite is a source of arsenic, which is used in radio frequency and power amplifiers.

Tantalum, from the source mineral **tantalite**, is added to capacitors to regulate voltage and improve the audio quality of a device.

Wolframite is a source of tungsten, which acts as a heat sink and provides the mass for mobile phone vibration.

Battery

Spodumene and subsurface brines are the sources of lithium used in cathodes of lithium-ion batteries.

Graphite is used for the anodes of lithium-ion batteries because of its electrical and thermal conductivity.

Speakers and Vibration

Bastnaesite is a source of rare-earth elements used to produce magnets in speakers, microphones, and vibration motors.

"A World of Minerals in Your Mobile Device" published by USGS. Copyright © 2015. Reprinted by permission of U.S. Geological Survey (USGS).

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Leading sources of mineral commodities used in mobile devices

